



Wisconsin Department of Public Instruction
TITLE I, 1003(g), SCHOOL IMPROVEMENT GRANT
COHORT II APPLICATION YEAR 1
PI-9550-SSIF-C2 (New 03-11)

Collection of this information is a requirement of NCLB.

For questions regarding this grant, contact:

Jonas Zuckerman, Education Consultant

Title I and School Support

(608) 267-9136 jonas.zuckerman@dpi.wi.gov

Jill Underly, Education Consultant

Title I and School Support

(608) 266-3892 jill.underly@dpi.wi.gov

INSTRUCTIONS: Return completed application and two copies by
May 2, 2011, to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MACKENZIE DUNN
TITLE I AND SCHOOL SUPPORT
P.O. BOX 7841
MADISON, WI 53707-7841

I. GENERAL INFORMATION	
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Local Educational Agency (LEA) 8106	Mailing Address <i>Street, City, State, ZIP</i> 2000 W Kilbourn Ave Milwaukee WI 53233
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Contact Person Judy Meryfield	Title President/CEO
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E-Mail Address jmerryfield@milwaukeeacademyofscience.org	Fax Area/No. (414) 933-1915	Phone Area/No. (414) 933-0302
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Grant Coordinator <i>If other than contact person.</i>	Title
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E-Mail Address	Phone Area/No.
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Grant Coordinator's Mailing Address <i>Street, City, State, ZIP</i> 2000 W Kilbourn Ave Milwaukee, WI 53233
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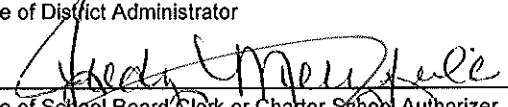
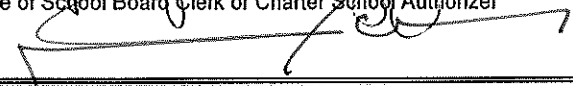
Grant Period		Total Funds Requested for Current Grant Period	Total Funds Requested for Three Years
Beginning Date <i>Mo./Day/Yr.</i>	Ending Date <i>Mo./Day/Yr.</i>		
5/1/2011	6/30/2012	\$820,950	\$2,356,850

II. CERTIFICATION/SIGNATURES	
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WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated Local Education Agency (LEA) designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Two signatures are required.

Signature of District Administrator 	Date Signed <i>Mo./Day/Yr.</i> 9-12-11
Signature of School Board Clerk or Charter School Authorizer 	Date Signed <i>Mo./Day/Yr.</i> 9-12-11

III. WAIVERS	
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The Department of Public Instruction has requested waivers of the requirements set forth below. Check each box for which the LEA wishes to apply.

- ☐ Permit Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. List participating schools: _____
- ☐ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

IV. ASSURANCES

Federal Assurances

1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.
3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
4. The district will require the entity and its principals involved in any subgrant covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. {EDGAR-Part 85}
5. The Local Educational Agency (LEA) will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
6. The LEA will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.
7. This program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
8. The LEA will cooperate in carrying out any evaluation of this program conducted by or for the state education agency, the secretary, or other federal officials.
9. The LEA will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
10. The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.
11. The LEA will (a) make reports to the Department of Public Instruction and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the department or the U.S. Secretary of Education may find necessary to carry out their duties.
12. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section
13. Before the plan was submitted, the school district afforded a reasonable opportunity for public comment on the plan and has considered such comment.
14. Any printed (or other media) description of programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the federally funded programs.
15. The LEA will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
16. The LEA will administer such funds and property to the extent required by the authorizing statutes.
17. Each agency receiving funds under this grant shall not use these funds to provide non-educational incentives.
18. The LEA assures it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
19. The LEA assures it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
20. The LEA assures it will, if implementing a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
21. The LEA assures it will report to the SEA the school-level data required under section III of the final requirements.
22. The LEA has consulted, as appropriate, with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

State Assurances

23. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction.
24. No board or staff member of a LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.

V. CERTIFICATION COVERING DEBARMENT

Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

**Certification Regarding
Debarment, Suspension, Ineligibility, and Voluntary Exclusion
Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

The prospective lower tier participant(s) certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Milwaukee Academy of Science

Name and Title of Authorized Representative

Keith Rogers

Signature

Date Signed Mo./Day/Yr.

9/13/2011

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

VI. SCHOOLS TO BE SERVED

Identify each Tier I and II school the LEA commits to serve and the proposed budget for each school. Indicate the reform model the LEA will use in each Tier I and Tier II school it commits to serve by checking the appropriate box. Provide a budget for each year that does not exceed the number of schools it commits to serve multiplied by \$2 million or no more than \$6 million over three years.

School Name	NCES School / District ID No.	Tier		Turn-around	Model		Transfor- mation	Budget			Total SIG Funds Requested
		I	II		Restart	Closure		May 1, 2011 – June 30, 2012 SIG Funds Requested	Year 2 SIG Funds Requested	Year 3 SIG Funds Requested	
Milwaukee Academy of Science	550004202234	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	820,950	767,950	767,950	\$2,356,850
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VII. NEEDS ASSESSMENT

Complete the entire Needs Assessment section for each Tier I and Tier II school the LEA commits to serve. For additional schools, copy and paste the entire Needs Assessment section. Be sure to complete every subsection for every school.

1. School Name Milwaukee Academy of Science		2. Current Principal Name Murece Johnson	
3. Number of Years in Current Position 3	4. Number of Years in this School 3	5. Number of Years in LEA 3	

6. Select one option by placing an "X" on the line:

☒ The current principal will be replaced.

☐ The current principal will not be replaced because:

1. S/he was placed in this school as part of a broader reform effort, and
2. S/he has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.
3. S/he was hired on or after July 1, 2008.

7. Grade Level Example: 9-12. K4-12	8. Total Enrollment 1058	9. % Free / Reduced Lunch 90%	10. % Special Education Students 12%
11. % English Language Learners 0	12. Home Languages of English Language Learners <i>List up to three most frequent.</i> NA		

13. Briefly describe the school's enrollment area *neighborhoods, communities served.*

MAS enrolls any student who lives within the city limits of Milwaukee. Students currently enrolled at The Milwaukee Academy come from the surrounding neighborhood and as far away as 15 miles. We do not put any limitations on the distance a child must live from the school as long as they live within the city limits of Milwaukee. Based on a Distribution of Students survey conducted in December of 2010 (based on the 2010-2011 student data) the core of our students live on the North side of Milwaukee (or north of I-94). See map attached.

The City of Milwaukee, like most large urban centers, faces many challenges, and nowhere are these challenges more evident than in the neighborhood we serve. The poverty level is high in 53233 – in fact, the estimated median household income in 2008 was \$15,226, compared to \$52,094 for the State of Wisconsin. Fifty two percent of residents have an income below the poverty level (compared with 10% in the state of Wisconsin) and 24% have an income below fifty percent of the poverty level. Furthermore, 87% of employed single parents in the target geographic area have an income below 185% of the poverty level. In the target area, recent estimates are that over 40% of individuals do not have a high school diploma. (WISTAT) – the 2000 census reported 32% of residents did not have a high school diploma.

14. List the feeder schools and/or recipient schools that supply or receive *most* of this school's students.

MPS school district.

15. Provide a summary profile of the teaching staff. For middle schools and high schools, categorize by subject area (English, math, science, etc.). For elementary schools, categorize by grade level or specialty area. Use Full Time Equivalent (FTE) counts.

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in All Subjects Taught	FTE 5 Yrs. or Less in School	FTE 6-15 Yrs. in School	FTE 16 Yrs. or More in School
4K	4	4	1	3	
Art (4K-12)	2	2	1	1	
General Elementary (1-8)	34	33	28	6	
Kindergarten (K5)	4	4	4		
Language Arts (9-12)	2	2	2		
Math (9-12)	2	2	2		
Music (4K-6)	1	1		1	
P.E. (K4-12)	2	2	1	1	
Reading (K-5)	4	4		4	

Science (9-12)	3	3	3	
Social Studies (9-12)	1	1		1
Spanish (9-12)	1	1	1	
Special Education (4K-8) *	5	4	4	1
Special Education (9-12)	1	1	1	
Speech/Language (4K-8)	2	2	2	

16. Enter teacher attendance rate in the table below. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. A teacher should not be considered absent if he or she is attending professional development.

School Year	2007-08	2008-09	2009-10
Total Number of Teachers	64	71	72
Average Absences	202 absences; avg 3.16	246.25 absences; avg 3.47	282.5 absences; avg 3.92
District Average of Teacher Absences	3.16	3.47	3.92

17. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the Wisconsin Knowledge and Concepts Examination (WKCE) for reading.

Reading	2007-08 %	2008-09 %	2009-10 %	10-11
All Students	44%	46%	49 %	56%
American Indian/Alaskan Native	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Black Not Hispanic	41%	44%	48%	55%
Hispanic	Cell size too small	Cell size too small	Cell size too small	
White Not Hispanic	Cell size too small	Cell size too small	Cell size too small	

18. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for reading.

Reading	2007-08 %	2008-09 %	2009-10 %	10-11
Grade 3	32%	31%	39 %	61%
Grade 4	35%	40%	43%	38%
Grade 5	42%	39%	44 %	45%
Grade 6	51%	41%	54 %	49%
Grade 7	61%	57%	70 %	74%
Grade 8	47%	63%	63 %	83%
Grade 10	37%	48%	34 %	41%

19. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %	10-11
All Students	24%	30%	45%	54%
American Indian/Alaskan Native	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Black Not Hispanic	21%	28%	43%	53%
Hispanic	Cell size too small	Cell size too small	Cell size too small	
White Not Hispanic	Cell size too small	Cell size too small	Cell size too small	

VII. NEEDS ASSESSMENT (cont'd.)

20. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %	10-11
Grade 3	13%	18%	30 %	49%
Grade 4	17%	34%	38 %	47%
Grade 5	26%	28%	40 %	59%
Grade 6	34%	24%	48 %	56%
Grade 7	38%	37%	66 %	68%
Grade 8	13%	34%	66 %	60%
Grade 10	13%	33%	25 %	39%

21. Enter the average daily attendance percentage for all students and for each subgroup.

Average Daily Attendance	2007-08	2008-09	2009-10
All Students	87%	87%	90%
American Indian/Alaskan Native	Cell size too small	Cell size too small	Cell size too small
Asian/Pacific Islander	NA	NA	NA
Black Not Hispanic	87%	87%	90%
Hispanic	89%	83%	Cell size too small
White Not Hispanic	Cell size too small	Cell size too small	Cell size too small

22. Enter the suspension rate for all students and for each subgroup. PERCENTAGE OF STUDENTS SUSPENDED

Suspension Rate	2007-08	2008-09	2009-10
All Students	38%	28%	28%
American Indian/Alaskan Native	Cell size too small	Cell size too small	Cell size too small
Asian/Pacific Islander	NA	NA	NA
Black Not Hispanic	38%	28%	28%
Hispanic	31%	55%	Cell size too small
White Not Hispanic	Cell size too small	Cell size too small	Cell size too small

23. Enter the graduation rate for all students and for each subgroup. *OUR INTERNAL DATA SHOWS THAT 24/25 STUDENTS GRADUATED IN 2008. HOWEVER, THE DATA REPORTED ON THE 2009 AYP REPORT SHOWS OUR GRADUATION RATE TO BE 67% IN 2008. WE HAVE DISPUTED THEIR CALCULATION BUT FELT IT BEST TO REPORT DPI DATA VERSUS INTERNAL DATA ON THIS REPORT. FOR THE 2011 SCHOOL YEAR, 31 OUT OF 32 STUDENTS GRADUATED (OR 97%). OUR 4 YEAR RATE IS 95.5%.

Graduation Rate	2007-08	2008-09	2009-10
All Students	*67%	100%	100%
American Indian/Alaskan Native	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA
Black Not Hispanic	*67%	100%	100%
Hispanic	NA	NA	NA
White Not Hispanic	NA	NA	NA

24. Enter the school's mobility rate. THIS DATA IS COLLECTED BY THE CHILDREN'S RESEARCH CENTER BASED ON THE STUDENTS ENROLLED AT THE END OF THE SCHOOL YEAR AND ENROLLED AT THE START OF THE SCHOOL YEAR. THIS DATA IS COLLECTED AND REPORTED TO THE CITY OF MILWAUKEE EACH YEAR. SEE ATTACHED DOCUMENT. THIS NUMBER REPRESENTS THE NUMBER OF STUDENTS WHO RETURN TO MAS EACH YEAR.

Mobility Rate (% returning from yr to yr)	2007-08	2008-09	2009-10
All Students	82%	85%	82.3%

VII. NEEDS ASSESSMENT (cont'd.)

25. Briefly summarize previous and current reform and improvement efforts within the last five years and what impeded their success; for example:
- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
 - District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
 - Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

The following improvements efforts have been made at The Milwaukee Academy of Science.

Lack of after school programming for remedial and/or enrichment.

1. Implemented an after school CLC program that failed.
2. High school students do not have any study halls and/or opportunity for additional instruction while at school. No access to computers outside of class. No access to library. No enrichment classes.
3. Attempted Saturday and Summer programming. No staff to support the effort.

School Culture

1. Adopted Character Counts – staff needs professional development and additional member to support the effort.
2. Lemov Strategies. MAS partnered with Schools That Can – Milwaukee to partner with other successful schools in Milwaukee (private, MPS, and charter) to learn/observe best practices. Teachers do not have any releases time in their schedules to observe and/or hold professional development around best practices. Only grades K-5 received training.
3. Attendance Rates: Only have one person to work with 1,000 students regarding attendance and tardy behavior.
4. Suspension Rate: Only have one social worker to run anger management and peer mediation for 1,000 students. School safety is becoming a concern.
5. Increased rigor of classes at the high school. Lack of support for struggling students.
6. High teacher turnover at the high school.
7. Hired a Dean of Students to help with discipline but cannot support 1,000 students.
8. Advisory and mentoring program at high school eliminated due to scheduling.

Family Support

1. Tried family meetings to help parents understand standards and how to best support their child. Lack of participation.
2. Lack of transportation to/from summer and/or after school programming.
3. High student mobility.

Professional Development

1. Partners with Schools that Can – Milwaukee. Cannot get teachers out to see quality instruction. Lack of time to reflect on best practices.
2. Trained teachers on data and looking at student work. Lack of planning time to implement.
3. Teachers do not have prep periods during day.

VIII. STATEMENT OF NEED

Based on the information disclosed in the needs assessment above, summarize the needs identified for each school and provide a rationale for the intervention model selected. In order to summarize the needs, consider the following questions:

- What are the biggest areas of need at this school?
- Which student groups are experiencing the lowest performance in each of the areas, e.g., reading, mathematics, attendance, etc.?
- What trends are apparent in the data, e.g., reading, graduation, suspension, etc.?
- What characteristics of the student demographics should be taken into account in selecting a model and external partners/providers?
- What, if any, idiosyncratic characteristics of the enrollment area should be taken into account in selecting a model and external partners/providers?
- What characteristics of past experiences with reform and improvement efforts should be taken into account in selecting a model and external partners/providers?

What are the biggest areas of need at this school?

The biggest areas of need are in Reading - specifically at grades 4, 5, 6 and 10 and the need for professional learning/collaboration. To support the larger areas, we also need to improve attendance (current rate is 90% and needs to improve to a minimum of 93%, and reduce the number of students suspended each year by providing more family supports.

Over the last three years, MAS has reduced the number of students suspended from 38% to 28% and decreased the amount of student days missed due to suspension from 1,634 days to 860 days. This decrease is due to the hiring of a Dean of Students over grades K4-5 and providing more family support (connecting families to community support systems), behavior incentive plans and attendance incentives. Students in the upper grades account for the majority of suspensions and expulsions. This year 23 students were expelled from MAS compared to 2 in the previous school year. This increase has prompted us to reconsider the leadership and structure in the upper grades.

MAS observed this programming at two successful schools in Milwaukee serving the same urban community (Milwaukee College Prep and St. Marcus Lutheran) during the 2008-2009 school year in efforts to see how schools with the same population were achieving at or above state proficiency levels. Teachers in grades K5-3 and 7th/8th have been given release time to observe these successful schools and given release time for collaborative planning as well as looking at student achievement data to determine strengths/weaknesses. This data is then used to design lesson plans, select literature, and assessments.

Reading: 2009 WKCE Reading scores increased 10% (combined groups/grades) and in 2010 Reading scores increased 12% (combined groups/grades). The largest growth was in grade 3 due to the implementation of Guided Reading and intense use of Title One teachers in the primary grades. Title One teachers push into the classroom to reduce the number of students in each guided reading group allowing the teacher to have more groups - which include enrichment opportunities. Currently we have six Title One teachers (who are fully certified by DPI) and are spread amongst 12 teachers. They provide additional instruction in Reading and Math as well as RtI support. They also supervise students during lunch and recess to give teachers more release time to collect and synthesize data (outside of the collaborative planning time arranged through better scheduling).

In grades 7 and 8, teachers implemented a rigorous Literacy program versus using a basal reading series. They also introduced Literature Circles. This new curriculum was supported by the use of 2 Instructional Assistants (content area specialists certified by DPI) to support instruction in those grades. Teachers were able to run multiple reading groups to support the needs of all learners (remedial as well as enrichment).

These efforts resulted in high student performance on the 2010 WKCE (3rd grade has 61% Prof/Adv, 7th grade has 74% Prof/Adv, and 8th grade has 83% Prof/Adv).

Our weakness remains in grades 4, 5, 6 and 10. (Prof/Adv 38%, 45%, 49% and 41% respectively).

In order to increase achievement in these grades (and maintain the achievement gains of the 3rd, 7th, and 8th grade students), similar programming is needed at those grade levels. The inclusion of Title One (or Instructional Assistants) is needed to reduce the class size during Reading and Math, provide remediation as well as enrichment, collect data with the teacher and review data to make sure students are receiving instruction at the appropriate level, and provide teachers with release time during non-instructional class time (lunch, recess, bathroom breaks, transitions to specials, and library).

Professional Learning/Collaboration Time:

Currently, teachers at MAS are given one 40 minute prep period per day (they are required to be with their students during breakfast, lunch, recess, and dismissal). This time may or may not be common with the other teachers in the same grade level (typically there are 4 teachers per grade level). Only in grades 1st, 2nd, 3rd, 7th, and 8th has there been time carved out daily for teachers to meet in grade level teams AND to have time for individual planning. This experience (and increase in test scores at

VIII. STATEMENT OF NEED

those targeted grade levels) shows that teachers do better when given the common planning time.

We are in need of more Title One teachers (or sometimes called Instructional Assistants) to provide teachers with more support in the classroom and release time for collaboration to plan data driven instruction. With the use of the Title One grant and the Title One Supplemental grant, we have been able to bring in additional certified teachers, reading coaches (grades 2, 3, 7 and 8), math coaches (grades 2, 3, 7 and 8) and provide release time for teachers in targeted grade levels to go to successful urban schools and observe instruction and curriculum. Teachers meet with their instructional coaches during their common planning time to review data and create lesson plans structured around curriculum assessments (given weekly) as well as MAPS data (collected three times throughout the year).

Teachers need to be compensated for reaching the goals set each year for ALL students.

Other areas of need:

Math. Math continues to be the area in which we are experiencing the greatest growth. This is due to a new curriculum in grades K4-5th grade and the use of Title One teachers in targeted classrooms. Over the last four years, MAS has improved math scores 56% (number of students scoring Prof/Adv). The grade levels that remain low are 8th and 10th grade. It is believed that MAS needs to increase the rigor of the math program starting in the 8th grade which include introducing Algebra (survey of high performing schools show that those schools all use an Algebra program in the 8th grade).

Dean of Students. Attendance and suspension/expulsion rates appear to be improving when looking at the total student body. In fact, attendance and suspension rates are improving in the targeted grade levels where the Dean of Students has focused their attention.

Attendance rates are as follows (Based on 2010-2011 school year data):

K4: 87%

K5: 88%

1st: 91%

2nd: 91%

3rd: 94% - targeted grade

4th: 93% - targeted grade

5th: 93% - targeted grade

6th: 91%

7th: 91%

8th: 94% - targeted grade

9th: 87%

10th: 89%

11th: 87%

12th: 85%

25% of suspension days given in 2010 were given in grades K4-5 (targeted), 75% given in grades 6th – 12th (untargeted).

88% of the referrals to outside agencies who provide socio-emotional support to students and families (ASHA, AJA, Rogers Memorial Hospital, Childynamics, Child Protective Services (CPS)) came from grades K4-5 (targeted) versus 12% from grades 6th – 12th (untargeted).

Based on trends and data, we know that giving support BEYOND academics to students and their families makes a large difference in their attendance and behavior. Based on models of other successful school in Milwaukee, the ideal service delivery ration is 1 Dean : 250 students. When given four grade levels to target (approx 350 students) improvement in attendance and suspension rates was seen.

MAS needs to increase the amount of socio-emotional support given to students and families in ALL grades. This includes adding additional Deans. The role of the Dean of Students is to catch behavior before it escalates, provide peer mediation, track attendance and work with families to develop attendance compacts when a student misses more than 5 days in one semester, make referrals to outside agencies when additional support is needed beyond MAS, organize parents to increase the amount of parent participation in

VIII. STATEMENT OF NEED

school (PTA programming, volunteers, Title One meetings).

Which student groups are experiencing the lowest performance in each of the areas, e.g., reading, mathematics, attendance, etc.?

99% of the students at The Milwaukee Academy of Science are African-American and 90% of those students qualify for the free/reduce lunch program. We do not see any trends in student groups in the areas of Reading, Math, Attendance, etc. to use to set goals.

However, we do struggle with our special education students making WKCE goals in Reading and Math. This year we missed making AYP in Reading because of the Students with Disabilities cohort. That group INCREASED their "Not Proficient/Index" by 2%. The main reason for this increase was the size of the cohort. In 2009 we tested 45 students with disabilities and 60 in 2010. Adding more students to the cohort greatly skewed the data making it look like our students are sliding backwards. In math (even with the increase in cohort since most of the students qualified with a reading disability), we were able to reduce the "Not Proficient/Index" by 13% making Safe Harbor – which meant we made AYP in Math.

2010 happened to be a year in which we added several new students to the caseload who were already FAY students and some of the non-FAY students from 2009 became FAY and counted in that cohort. The special education team undergoes a significant amount of training each year to make sure that we are not over identifying students with disabilities and students are getting all of the accommodations/modifications they need to be successful on the WKCE.

Our special education numbers trend up and down due to the number of students we take in from Milwaukee Public Schools. We find that many of the students MPS identified as having a disability can be served with the numerous programs we offer to all students regardless of disabilities. We find that many of the students with IEPs no longer qualify for special education services since we offer so many intervention and resource programs for all students. Just because a student has a disability, the IEP must also consider if the student's needs can be met within the regular education programming. Many schools fail to treat the evaluation and qualification process as two steps. (First you determine if the student has a disability BUT THEN you ask if the student needs special education services). At MAS we find that many of these students do not need additional special education teachers and programs. They fit into our wrap around services for all students. Since many of our intervention and Title One program are based on best practices for all students, we find that what works for students with disabilities works for all students. Only when a student needs services outside of our core programming (regular education and Title One, do we use special education programming. Therefore, our numbers tend to fall one year, but then increase as we take in new students the following year. As stated above, we work very hard to keep the number of special education referrals to a minimum or over identifying students by using all of the additional programming offered in the areas of Reading and Math.

What trends are apparent in the data, e.g. reading, graduation, suspension, etc.?

Reading: Considering overall scores, the trend in Reading is positive. Increasing 21% over the last four years on the WKCE assessment (number of students scoring prof/adv). Stronger in grades 3,7 and 8. Weaker in grades 4,5,6 and 10.

Math: Considering overall scores, the trend in Math is positive. Increasing 56% over the last four years on the WKCE assessment (number of students scoring prof/adv). Weakest area is in 8th and 10th grade. It is believed that this is due to using an 8th grade math curriculum versus implementing Algebra at the 8th grade. This was done in 2010 and internal math data has been positive (Based on Wide Range Achievement Testing (WRAT) 8th grade students moved from a 7.3 grade equivalency to a 9.5 grade equivalency on the Math subtest).

Attendance: Attendance Rates continue to improve; increasing from 87% in 2008 to 90% in 2010 (our current attendance rate for 2011 is 90%). Adding the Dean of Students to target attendance has been positive in grades 1-5. Our weakest area of attendance is in grades K4 (87%) and at the high school (9th grade 87%, 10th grade 89%, 11th grade 87%, and 12th grade (85%)).

Suspension Rate: Our suspension rate (38% down to 28%) and number of days missed due to suspension (1,634 days to 860 days) has decreased over the last three years. This is due to the Dean of Students to target behaviors earlier and help families obtain support from community partners.

Expulsion Rate: We have historically always had a very low expulsion rate (1 or 2 students each year). Our administrator has chosen to work with the families to get support through outside community agencies. This year all efforts to support the families was stopped which resulted in 23 students getting expelled in the 2010-2011 school year. Poor administration and lack of a social worker (or Dean of Students) to work with families resulted in removing far too many students. 21 out of 23 students were in grades 6-12.

Graduation Rate: According to DPI, we have had a Legacy graduation rate of 100% and a current graduation rate of 95.5%. In 2011, we graduated 31 out of 32 students (the last student will receive her diploma after completing her summer school program). In 2008, DPI reported our graduation rate to be 67% despite our internal data that shows we graduated 24 out of 25 students.

Mobility Rate: We calculate mobility rate by counting the number of students who were enrolled at MAS at the end of the school

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year and then count the number of students (same students) who were enrolled on the third Friday count the following fall. The number has remained somewhat consistent over the last three years (82%, 85%, 82%).

Teacher Mobility Rate: We continue to struggle with the Teacher Mobility Rate. Last year 73% of the DPI certified teachers returned to MAS for the 2011 school year. The number will be lower for the 2011 school year based on current contracts (estimated at 70%). MAS continues to hire young teachers who often leave the profession earlier due to starting a family. This year we have four teachers leaving because their husbands took jobs out of the area, six leaving to stay home with their families, and we are choosing not to re-hire three teachers due to lack of performance. Exit interviews are conducted and the number one suggestion made is to give teachers more "down time" to plan and look at assessments during the school day. Not having a student-free lunch break also comes up frequently. 93% of the teachers report high job satisfaction (based on survey conducted by an outside agency).

What Characteristics of the student demographics should be taken into account in selecting a model and external partners/providers?

99% of the students at The Milwaukee Academy of Science are African-American and 90% of the students come from homes of poverty (or qualify to receive a free/reduced lunch). It is very important that these two characteristics be considered when selecting any provider and in making goals.

When selecting the model, the type of governance structure was considered. The current school board has leaders from every higher education institution in the Milwaukee area (Alverno, Marquette, Mount Mary, UW – Milwaukee, Wisconsin Lutheran, Cardinal Stritch, MSOE, and MATC). This structure is important since we need to keep in mind that our final goal for our students is to reach a place of higher learning. We feel it is important that our students attend school locally with the hopes they will graduate and continue to serve the community from which they came. So these community partners are important. However, we do feel that we need to change a few board positions to include more community members and business leaders to have better connections to sources of funding.

We also considered our current authorizer (City of Milwaukee). In our first five years of operation we were authorized by the University of Wisconsin – Milwaukee. We were also partnered with Edison School, Inc. – a for-profit school management company based in New York. It was when we switched to the City of Milwaukee and fired Edison school that we started making steady progress. MAS had always wanted to be partnered with the City of Milwaukee, but at that time there was a conflict of interest between the Howard Fuller and Edison (his wife worked for Edison). Therefore we made the decision to open with UW-Milwaukee. Once we were no longer partnered with Edison, we made the switch to our original targeted partner. Under their guidance, MAS is experiencing positive data trends. We do not see any reason to change this relationship. The City of Milwaukee Charter School Committee understands the needs and demands of educating urban students; how to set high expectations and take no excuses.

Another area we consider was the types of Socio-emotional and community supports needed to best serve the African American community. We have partnered with community programs such as PAVE+ to provide funding for after school and summer school programming which is essential to our population, SEWNTP to support new teachers, and Schools That Can – Milwaukee to provide access into high performing urban schools (information on all three community partners is attached). We also have partnerships with community groups specializing in the socio-emotional needs of the students AND their families such as Childynamics and AJA who provide support to the entire family (information on these agencies is attached). With their support we have been on a positive trend and we do not see the need to change partners.

And finally we considered replacing 50% of our staff using "locally adopted competencies". MAS has spent the last four years changing how we hire and train new staff. All teachers now interview and then come to MAS and present lessons in the classroom. Having teachers present a lesson in the classroom with our students gives us insight into the relationships he/she will have with our students. For many of our teacher candidates, this was their first experience in a classroom of African-American students. Although UW-Milwaukee has an outstanding urban teaching program, many of the schools used for

practice are schools that have a very diverse population (versus 99% African-American). Candidates get to experience what it would be like to be in our environment. We have had teachers turn us down because of this additional hiring step and we feel we have a solid team (although the mobility due to starting families is difficult to overcome). We ask rigorous questions around their desire to work in an urban community and why they feel the achievement gap exists between African-American students and their peers. If they cite lack of funding, lack of parental support, or use any blame excuses they are not hired. We are looking for candidates who believe the achievement gap exists because teachers lower their expectations. And when we ask about students failing, we look for answers that shows the teacher is responsible for their student performance. So, even though we have higher turnover than desired, we believe that our core teaching team is the reason for our success over the last four years. Getting rid of quality teachers would not best serve our students.

Since we have a positive data trend in Reading and Math WKCE data, we did not feel it would be in the best interest of our students

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to close the school or bring on another Charter School Operator at this time.

What, if any, idiosyncratic characteristics of the enrollment area should be taken into account in selecting a model and external partners/providers?

Since our students come from all over the city of Milwaukee, any outside agency working with MAS needs an understanding of the urban community. Since our immediate area – which is where the majority of students come from is a community that has a higher poverty rate, any outside agency or partner needs to understand the effects of poverty on children and what a school can do to provide adequate support (longer school days, longer school hours, keeping the doors open longer, providing professional development).

What characteristics of past experience with reform and improvement efforts should be taken into account in selecting a model and external partners/providers?

Former reforms have failed for the following reasons:

Lack of professional development: It is crucial that the model include not only professional development, but the release time for teachers to observe other successful schools and instructional models. Teachers need time to process and plan for success. We will need external partners to provide the professional development and to hold teachers accountable for their professional growth.

Lack of before and after school support: The model of reform needs to include ways to extend the hours of the school and include support for students before and after school – which include having access to technology. External partners will need to develop proper tracking tools to measure the success of the program.

Reduce the amount of negative peer interaction in ALL grades: The model of reform needs to address the students' socio-emotional needs. Hiring one Dean of Students for 1,000 is not realistic. Although we saw this early on and moved that person to work with targeted grades (and his having success as measured by the decrease in suspension days and increase in attendance) the other grade levels are not experiencing the same positive trends. We need to have a ratio of 1:250 students. The model needs to include goals to address funding for these positions as well as funding for the resources to support the position (such as character camps and peer mediation programs). External partners need to monitor the progress of these goals and make sure the proper funds are allocated to the programming.

Reduce teacher turnover: The selected model must include resources and opportunities for flexible schedule and incentive pay. Although we cannot stop young mothers from making the choice to stay home with their young children, we can compete with teachers moving to other areas because their spouse makes the majority of the money in the family.

Family Support: The model selected must include support systems for our families to address socio-emotional concerns as well as more family involvement. The current Dean of Students is responsible for organizing parents and was successful in the targeted grades. However, the entire community needs to be considered.

Based on the goals above, we felt the Transformation model was most appropriate. School Closure and Restart does not seem reasonable given the positive data trends we have had over the last four years. If the school was continuing the fail or was not seeing any progress, then a restart would have been suggested.

Turnaround was discussed and rejected as well. Although our board needs to add more community members and business members to make community connections, it was not felt that a new governance structure was needed. Changing authorizers was also not considered since the school has been making positive growth since making a change in authorizers 4 years ago. And finally, replacing 50% of the teachers has gradually happened over the last four years; weeding out low performing teachers and hiring qualified teachers to replace them. We now have a team in place that is mission focused and making achievement happen.

Socio-emotional and community supports (part of the Turnaround model) was strongly suggested and should be included regardless of model selected.

Transformation model was chosen because it included goals in the areas of:

“Rewarding effective personnel and removing ineffective personnel.” The plan needs to include very specific goals in Reading, Math and Attendance for all teachers.

“Ongoing family and community engagement”. The plan needs to include ways to get parents more involved in their child's education beyond tests and grades. Partnerships with community organization to provide family support is needed.

“Ongoing intensive technical assistance from LEA, SEA, or external partner”. MAS should have an external partner to gather and process data and use the results to determine if we are making yearly benchmarks on assessments and measurements beyond the

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WKCE. Additional assessment tools should be considered. MAS currently does not have the ability to process and synthesize data.

"Rigorous, transparent, and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input." MAS currently has all teachers turn in a portfolio that shows student growth at the end of each year based on classroom and curriculum assessments. Evaluations and observation are not conducted. Leaders have no evaluation system. It was suggested that an evaluation system be developed or adopted (Danielson).

Based on the above, it was determined that the Transformation model best fit the current goals and weaknesses at The Milwaukee Academy of Science.

IX. SCHOOL PLAN
Copy and Paste These Tables for Each School.

For additional schools, copy and paste the school plan for each Tier I and Tier II school receiving SIG funds.

For each eligible Tier I or Tier II school, complete the plan for the reading and mathematics goals, and, if applicable, other goals the LEA will implement with SIG funds. Plans must address the needs identified through data analysis for each school. The plan must include all elements of the selected reform model as identified in the guidelines. If current grant period activities address a reform model requirement, use the numbering system in Appendix A and identify the requirement in the column titled "Model Requirement Number." Full implementation of the selected model must begin at the start of the 2011-12 school year.

School Name		Reform Model			
Milwaukee Academy of Science		Transformation			
School Year	WKCE Reading Goal	Evaluation Methods e.g., WKCE data, local assessment, etc.	Baseline Data Complete when baseline data is available	Interim Progress Complete for the Interim Report	End-of-Year Progress Complete for the End-of-Year Report
2011-12	61% Prof/Adv (all student/all grade levels combined)	<p>WKCE</p> <p>At least 75% of the students who were proficient or advanced on the WKCE in the previous school year will maintain their status of proficient or above in the subsequent year.</p> <p>80% of the students in grades K4 and K5 will be measured by the Brigance assessment and earn a Standard Score of 83 in the areas of Letter Recognition and Letter Writing.</p> <p>Students in the first grade will make a one year gain in reading (or increase 4 guided reading levels) as measured by the Fontas and Pinnel Benchmark Assessment System</p> <p>Grades 2 and 3 will demonstrate, on average, a minimum increase of one grade level on the Stanford</p>	2010 was 56% Prof/Adv		

IX. SCHOOL PLAN (cont'd.)

		Diagnostic Reading Test (SDRT)			
		<p>Students in grades 2-5 will make at least 1 year's growth on the MAP (Measures of Academic Progress) in Reading. Assessment is given Fall, Winter and Spring.</p> <p>Students in grades 6-8 will make at least 1 year's growth on the MAP (Measures of Academic Progress) in Reading. Assessment given in Fall, Winter and Spring.</p> <p>Students in grades 9-12 will take the ACT/PLAN/EXPLORE assessment in the fall and make at least 1 year's growth. Benchmark scores will be measured throughout the year using the Quality Core Test (published by ACT)</p>			
2012-13	67% Prof/Adv(all student/all grade levels combined)	WKCE Same local assessments as 2011-2012			
2013-14	74% Prof/Adv(all student/all grade levels combined)	WKCE Same local assessments as 2011-2012			

IX. SCHOOL PLAN (cont'd.)

To meet the five-year trajectory for student performance to be at or above the state average (83%):

Identify additional reading goals for 2014-15.

81% Prof/Adv on WKCE assessment(all student/all grade levels combined)

Same local assessments as 2011-2012

Identify additional reading goals for 2015-16.

89% Prof/Adv on WKCE assessment(all student/all grade levels combined)

Same local assessments as 2011-2012

School Year	WKCE Mathematics Goal	Evaluation Methods e.g., WKCE data, local assessment, etc.	Baseline Data Complete when baseline data is available	Interim Progress Complete for the Interim Report	End-of-Year Progress Complete for the End-of-Year Report
2011-12	59% Prof/Adv(all student/all grade levels combined)	<p>WKCE</p> <p>At least 75% of the students who were proficient or advanced on the WKCE in the previous school year will maintain their status of proficient or above in the subsequent year.</p> <p>80% of the students in grades K4 and K5 will be measured by the Brigrance assessment and earn a Standard Score of 83 in the areas of Number Recognition and Counting.</p> <p>Students in grades 2-5 will make at least 1 years growth on the MAP (Measures of Academic Progress) in Math. Assessment is given Fall, Winter and Spring.</p> <p>Students in grades 6-8 will make at least 1 year's growth on the MAP</p>	2010 was 54% Prof/Adv		

IX. SCHOOL PLAN (cont'd.)

School Year	WKCE Mathematics Goal	Evaluation Methods e.g., WKCE data, local assessment, etc.	Baseline Data Complete when baseline data is available	Interim Progress Complete for the Interim Report	End-of-Year Progress Complete for the End-of-Year Report
		(Measures of Academic Progress) in Math. Assessment given in Fall, Winter and Spring. Students in grades 9-12 will take the ACT/PLAN/EXPLORE assessment in the fall and make at least 1 year's growth. Benchmark scores will be measured throughout the year using the Quality Core Test (published by ACT)			
2012-13	65% Prof/Adv(all student/all grade levels combined)	WKCE Same local assessments as 2011-2012			
2013-14	72% Prof/Adv(all student/all grade levels combined)	WKCE Same local assessments as 2011-2012			

To meet the five-year trajectory for student performance to be at or above the state average (77%):

Identify additional mathematics goals for 2014-15.

79% Prof/Adv(all student/all grade levels combined)

Same local assessments as 2011-2012

Identify additional mathematics goals for 2015-16.

87% Prof/Adv(all student/all grade levels combined)

Same local assessments as 2011-2012

IX. SCHOOL PLAN (cont'd.)

School Year	Other School Goals	Evaluation Methods e.g., WKCE data, local assessment, etc.		Baseline Data Complete when baseline data is available	Interim Progress Complete for the Interim Report	End-of-Year Progress Complete for the End-of-Year Report
2012-14	Increase attendance rate to 93% each year	Powerschool data		2009 89%		
2012-14	Decrease suspension rate by 2% points each year	Powerschool data		2009 28%		
2012 – 14	Decrease the number of expulsions 10% each year	Powerschool data		2010 = 23 expulsions		
Current Year Activities		Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports
Replace current Principal		1	6/30/2011	Merryfield (CEO)	0	Completed by June 13, 2011
TO INCREASE THE AMOUNT OF COLLABORATION AND PROFESSIONAL DEVELOPMENT MAS WILL create more common planning time in the school day by giving teachers flexibility, additional staff in the building to cover non-instructional periods of time, and allow teachers flexible work schedules to increase the amount of planning and collaboration that can take place after school.		2	8/1/2011	Merryfield (CEO)		
Allow teachers to create the school calendar to take into consideration the most appropriate time to take breaks and schedule professional development (including data retreats). Include more professional development days before the school year (5 days versus current 2 days) to teachers can review student data prior to planning.			6/1/2011	Rogers (CFO)	0	
Have the School Improvement Team review end-of-year data and make suggestions on to best allocate Title One funds			5/30/2011	Rogers (CFO)	0	
Team to meet in May to review end-of-year data.			8/1/2011	Rogers (CFO)	0	
Team to meet by 8/1/2011 to make recommendations						

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports
Current Year Activities for Title One budget.					Progress Complete for Interim and End-of-Year Reports
TO IMPROVE THE QUALITY OF TEACHERS, REDUCE TEACHER MOBILITY AND PROVIDE MORE COLLABORATION: Goal: Identify high performing teachers at each grade level to become the lead teacher for their grade to conduct professional development, guide common planning time, lead data retreats, and support new teachers. Lead teachers will also assist administration in identifying teacher needs and providing on-going support to those teachers. Step 1: Identify teachers based on prior year achievement and discipline referrals. Step 2: Train all leaders using Southeast Wisconsin New Teacher Project (SEWNTP) based at Cardinal Stritch University. Teachers will learn how to give feedback and promote collaborative conversations. Step 3: Provide Lead Teachers with release time to support and observe teachers in their grade level. Step 4: Include Lead Teachers on administration team when discussing budgets, staffing, calendars, and scheduling. Step 5: Lead teachers will conduct data retreats twice a year with their team. Step 6: Lead teachers will conduct Achievement meetings with their team at least once every 4-6 with the administration team. Data, common assessments, curriculum to be reviewed by the team.	3	8/1/2011 8/25/2011 Spring 2012 Every 4-6 weeks	DeJean (Prin) Belanger (Curr Coord) DeJean (Prin) Berwanger (Curr Coord) Belanger (Curr Coord) Schemelin (Lead Mentor) DeJean (Prin) Merryfield (CEO) Berwanger (CC) Belanger (CC)	0	Progress Complete for Interim and End-of-Year Reports

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports
Step 7: Provide financial compensation to Lead Teachers for their work above and beyond their contract.		6/30/2012	Lead Teacher Berwanger (CC) Belanger (CC)		
Identify Effective and Ineffective Teachers: Goal 2: All teachers will present a portfolio at the end of each school year that will highlight data from local measures, state-wide assessments, data from attendance and suspension rates (based on their own class), and observations that were conducted throughout the year by their lead teacher and/or administration. Data collected from portfolios will determine if teacher will be offered a contract for the following year (all teachers, staff, and administration are given 1 year contracts). High performing teachers can be award a multi-year contract (no more than 3 years).		6/30/2012	Rogers (CFO)	0	
Goal 3: Development and implement a Principal Evaluation Tool to be used annually to ensure effective leadership at all levels. Year 1: Select effective tool – university partners will make available their recommended tools for review by the SIG team. Year 1: start implementing observations and feedback using criteria determined by SIG team Year 2: Implement formal program developed over Year 1.		8/1/2011 9/1/2011 10/1/2011 8/1/2012	Merryfield (CEO)	0	
TO MAKE BETTER USE OF THE CURRENT PROFESSIONAL DEVELOPMENT TOOLS AND MAKE SURE ALL TEACHERS ARE TRAINED IN CURRENT SCHOOL-WIDE EFFORTS.	4	Fall 2011	DeJean (Prin)	0	
Goal 1: To fully implement character education programs currently in place, all teachers in all		8/15/2011	DeJean (Prin)	0	

IX. SCHOOL PLAN (cont'd.)						
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports	
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports	
grades need to received professional development on Character Counts and Lemov Strategies (Teach Like A Champion; KIPP schools)		8/15/2011	DeJean (Prin)	0		
All teachers to receive training in Character Counts		Quarterly	DeJean (Prin)	0		
Support materials purchased to provide daily support program throughout the year (wrist bands, t-shirts, character necklaces)						
Quarterly Character Counts assemblies for the students. Including awards and recognition.		6/13/2011	DeJean (Prin)	0		
All teachers to receive training in Lemov Strategies (Teach Like a Champion)		6/16/2011	DeJean (Prin)	0		
Books purchased for all staff members						
Six people sent to be trained as Lemov trainers by Doug Lemov		8/13/2011	DeJean (Prin)	0		
All teachers to receive training before school begins						
TO REWARD TEACHERS WHO MAKE READING, MATH AND ATTENDANCE GOALS	5					
Goal: Teachers will receive incentive pay to reward teachers for high performance on local measures (Brigance, MAP, ACT/PLAN/EXPLORE – Quality Core, and Stanford Diagnostic Reading Test (SDRT))		8/1/2011	Merryfield (CEO)			

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>which will lead to high performance on the state-wide assessment (WKCE). This plan is to include support staff members and administration (Principals and down)</p> <p>Step 1: Define yearly academic goals as outlined in the SIG grant (1 yr growth, etc)</p> <p>Step 2: Define yearly attendance goals as outlined in the SIG grant (93%).</p> <p>Step 3: Teachers and staff receive up to 1,000 for meeting academic targets at the end of the year.</p> <p>Step 4: Teachers and staff can receive \$100 per quarter if their students meet the attendance goal of 93% during that quarter.</p>		<p>8/1/2011</p> <p>8/1/2011</p> <p>6/30/2012</p> <p>Quarterly</p>	<p>Merryfield (CEO)</p> <p>Merryfield (CEO)</p> <p>Rogers (CFO)</p> <p>Rogers (CFO)</p>	<p>105,000 (per year)</p> <p>70,000 (per year)</p>	
<p>TO IMPROVE READING AND MATH SCORES</p> <p>Goal 1: Grades 4,5,6 and 10 use collaborative planning time to make sure current curriculum is aligned with new common core standards (grades 1,2,3,7,8 completed this task last summer)</p> <p>Grades 8 and 10 use collaborative planning time to review data from MAP assessment and ACT Quality Core to monitor growth of students in the area of math.</p> <p>Goal 2: Reduce the teacher to student ratio during Reading and Math by using instructional aides teachers to work with small groups during Guided Reading and Math under the direct supervision of the classroom teacher.</p> <p>Step 1: Hire an additional eight Instructional Assistants teachers to provide both release time for collaboration and to reduce size of Guided Reading and math groups.</p>	7	<p>Monthly</p> <p>Monthly</p> <p>8/1/2011</p> <p>8/1/2011</p> <p>8/15/2011</p>	<p>Berwanger (CC) Belanger (CC)</p> <p>Berwanger (CC) Belanger (CC)</p> <p>Merryfield (CEO)</p>	<p>0</p> <p>0</p> <p>309,600 (per year)</p>	

IX. SCHOOL PLAN (cont'd.)						
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports	
<p>Current Year Activities</p> <p>Step 2: Train new staff in curriculum to be a better support to the classroom teacher.</p> <p>Step 3: Make sure new staff also receives training in Character Counts and Lemov strategies to be a support to the classroom teacher.</p> <p>Step 4: Include new staff in all data retreats to give input and get feedback on what is and is not working.</p> <p>Goal 3: Add a Pre-Algebra and/or Algebra curriculum at the 8th grade level to prepare students for higher level math as they enter high school.</p> <p>Step 1: Purchase curriculum based on Common Core Standards (research completed spring 2011)</p> <p>Step 2: All students in 8th grade get assessed using the MAP Math assessment in the Fall of 2011.</p> <p>Step 3: Students continue to take MAP Math assessment in the Winter and Spring to track effectiveness of program.</p>		<p>8/5/2011</p> <p>8/25/2011</p> <p>Spring 2012</p>	<p>Berwanger/ Belanger (CCs)</p> <p>DeJean (prin)</p> <p>Berwanger/ Belanger (CCs)</p>	<p>0</p> <p>0</p> <p>0</p>	<p>Progress Complete for Interim and End-of-Year Reports</p>	
<p>TO IMPROVE READING AND MATH SCORES</p> <p>Goal: Data retreats will be held twice yearly (August 2011 and March 2012)</p> <p>Goal 2: Teachers and administrators will conduct</p>	8			\$8,000	<p>Progress Complete for Interim and End-of-Year Reports</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>"Achievement Meetings" every 4-6 weeks to look at student work, progress towards state standards /Common Core, local measures, common assessment data, attendance data, and suspension rate for each grade level and classroom.</p>					<p>Completed 5/26/2011</p>
<p>TO IMPROVE READING AND MATH SCORES</p> <p>Goal: Increase the capacity of the learning team by hiring two additional teachers in the high school building(certified in Reading and Math) to allow for flexible scheduling of staff so the school building can remain open before and after school, students can receive additional remedial/enrichment tutoring, and have access to technology.</p>	9	Fall 2011			<p>Review of data completed 5/26/2011</p>
<p>Step(1): Create and staff a learning lab for students to use before and after school to have more access to certified teachers and technology</p> <p>-two additional teachers</p> <p>-learning space</p> <p>-technology cart</p>		<p>Hiring complete by 8/1/2011</p> <p>Space furnished with tables, carpets, bookshelves by 8/15/2011</p> <p>Technology cart</p>	<p>Merryfield (CEO)</p> <p>Rogers (CFO)</p>	<p>103,200 per year</p> <p>30,000 for furniture, carpets, books shelves (one time purchase)</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports
Step (2): Staff will monitor use and make referrals to students and their families who need the additional support/enrichment. Any student who is failing one or more classes will be referred to Learning Lab.		purchases by 8/15/2011 Monthly grade reports	Rogers (CFO) Teacher TBD	15,000 (one time purchase) 0	
TO PROVIDE SOCIO-EMOTIONAL AND COMMUNITY SUPPORT TO OUR STUDENTS AND FAMILIES AND REDUCE SUSPENSION/EXPULSION RATES AND IMPROVE ATTENDANCE. To improve the Socio-emotional support provided to our students and to help make connections from school to home to the community, MAS will hire 3 additional people to decrease the current ratio of 1 Dean to 1,000 students to 1:250. This ratio is the same ratio used by successful urban school such as KIPP and the Uncommon Schools Network (eastcoast). Their model was adopted by local schools such as Milwaukee College Prep, St. Marcus Lutheran, and Bruce-Guadalupe who all have test scores above the state average. Deans will track attendance on a daily basis, publically post daily attendance, and reach out to families who are not at school. Deans are to maintain a daily average of 93%. Overall attendance will be calculated and tracked on a monthly basis.	10	By 8/1/2011 Daily attendance 11/1/2011	Merryfield (CEO) Dean of Students	154,800 (per year) 0	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports
Deans will research and acquire a peer mediation program – which includes a Character Education program (such as Ropes Course) to reduce the number of suspensions from 28% (2009) by 2% each year and the number of expulsions by 10% each year. Data will be collected and reported monthly.		Monthly	Dean of Students Dean of students	6,000 (per year)	
TO DECREASE THE NUMBER OF SUSPENSIONS AND EXPULSIONS AND INCREASE THE STUDENT ATTENDANCE Deans of Students will make community partnerships with additional outside agencies (TABS – Milwaukee Truancy program and Pearls for Girls) to bring in additional resources for our students. To decrease the number of suspensions for fighting in grades 6-12, Pearls for Girls will work with the female students in grades 6-12 and stress the importance of positive friendships and how to maintain a positive self-image. To help increase the attendance rate, TABS will be used to send letters to families of habitually truant students. This is an intervention steps that will occur before a referral is made to the Milwaukee District Attorney. Dean of students will have at least 20 families present at each Parent Action Team meeting.	11	Sept 2011 Sept 2011 Sept 2011 Dec 2011 March 2012 May 2012 Sept 2011	Dean of students Dean of students Dean of students Dean of students Dean of students	No cost to programs	
Dean of students will make sure that all teachers create a list of parent volunteer activities and hours in their classroom and that list is published and shared at			Dean of students		

IX. SCHOOL PLAN (cont'd.)						
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports	
Current Year Activities each PAT meeting.						
Ongoing intensive technical assistance from external partner	12					
Hire and maintain a relationship with the Children's Research Center to provide technical assistance in collecting data and maintaining timelines		July 2011	Merryfield (CEO)	0		
Meet regularly with Education Committee (a sub-committee of the school board) to gain additional technical support in Reading and Math.		Every other month starting September 2011	Merryfield (CEO)	0		
TO MAKES SURE MAS HAS QUALITY TEACHERS WHO CAN DEMONSTRATE THEIR STUDENTS' ACHIEVEMENT THROUGH DATA AND OBSERVABLE MEASURES.	13					
Goal: MAS teachers, leaders, and administration will development a teacher and leadership evaluation system which is based on observations, student data collected from local measures, and data collected around attendance and suspension rates.		Sept 2011	Merryfield (CEO)	0		
Step 1: MAS teachers and leaders will research the teacher evaluation program by Charlotte Danielson.		Summer 2011				
Step 2: Adopt a rubric which includes student achievement data AND data on attendance/suspension rates.		Fall 2011	Merryfield (CEO)			
Step 3: Teachers to present data to leadership team						

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
through a portfolio. Sections should include data from local measures in Reading and Math, involvement in professional development, as well as attendance and suspension rates. Step 4: 1 year contracts issued based on outcomes of portfolio data. Step 5: Incentive pay calculated based on outcomes of portfolio data.		Spring 2012 June 2012 June 2012	Merryfield (CEO) Merryfield (CEO) Merryfield (CEO) Rogers (CFO)		

	X. LEA CAPACITY	
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If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

NA

	XI. LEA SUPPORT FOR SCHOOL IMPLEMENTATION	
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For each Tier I and Tier II school, describe the actions the LEA has taken, or will take, to:

- i. Recruit, screen, and select external providers, if applicable, to ensure their quality.

The Children's Research Center (CRC) is a division of the National Council on Crime and Delinquency (NCCD), a national, nonprofit social science research agency in existence since 1907. CRC provides a unique blend of expert staff and state-of-the-art technology to maintain large databases and complete complex data analysis along with the programmatic expertise to work with each contracting agency to promote functional application of the results of the analysis of valid, reliable data to improve student outcomes.

CRC has over 10 years of experience working with large- and small-scale student data systems. In support of its educational monitoring contracts, CRC has examined, synthesized and summarized data for more than 30 schools in Wisconsin. CRC has been contracted by the City of Milwaukee, Wisconsin, to provide educational outcome monitoring and reporting for the schools chartered by the City, in addition to several other school monitoring contracts with various community organizations.

See attached document which will further detail the provider's history, experience, and expertise in providing assistance to schools in Wisconsin (specifically our geographic area).

Other providers considered:

PAVE+ : lacked the expertise of data analysis

City of Milwaukee Charter School Committee: At their suggestion (to remain independent and non-biased) it was recommended that we use an independent organization that has no vested interest in The Milwaukee Academy of Science.

Cardinal Stritch University: Again, the board recommended that we use an independent organization who is able to remain non-biased.

Selection of external and/or outside providers to done at the committee level of the school board. The Education Committee meets bi-monthly to review current needs for outside providers. Committee members make suggestions of possible providers as well as review a list of suggested providers (as determined by program). A rubric is developed based on expected outcome and/or need by the team. External providers are submitted a request and asked to submit a proposal (including cost) back to the Education Committee within a set timeframe.

All external providers are reviewed based on a rubric and/or interview process as determined by the Education Committee. Scores and costs are considered and the chairperson on the committee make a final decision based on the criteria.

Once an external provider has been selected, final outcomes and benchmark goals are set and shared with the external provider. It is the responsibility of the Education Committee to review the benchmark goals at their bi-monthly meetings to ensure the external providers is providing quality services. If any outside source is not meeting benchmark goals and/or providing promised services as determined by the initial contract, the outside source will be terminated.

- ii. Align other resources with the interventions.

This School Improvement grant will help expand the current programming implemented from the Title One and Title One Supplemental grants as well as usual sources of funding (IDEA, PPR).

Partnerships with community and professional organizations will be used for this plan. Those agencies include Southeast

XI. LEA SUPPORT FOR SCHOOL IMPLEMENTATION

Wisconsin New Teacher Project (SEWNTTP) (provides professional development and support to first and second year teachers), PAVE+ (provides funding for after school and summer programs), Schools that Can - Milwaukee (a group of three successful urban schools in Milwaukee achieving at or above state goals. Those schools include Milwaukee College Prep, St. Marcus Lutheran, and Bruce Guadalupe), Cardinal Stritch Literacy Center (provides technical assistance to our Reading Improvement Team), City of Milwaukee Charter School Committee (makes sure that local measures are developed and goals are met each year), Uncommon Schools (who provides professional development on Learning Strategies).

Our current school board provides resources to the school and will support the efforts of the SIG grant by providing expertise (in-kind) in the areas of Reading, Math, and supporting the socio-emotional needs of students. Cardinal Stritch, Marquette, and Mount Mary have offered to provide one staff member to sit on the School Improvement Team to help guide the development of goals and review data to ensure the school is meeting those goals.

- iii. Modify its practices or policies (such as schedules, structures, teacher contracts, etc.), if necessary, to enable its schools to implement the interventions fully and effectively.

The list of activities below are all practices and policies that were recommended by the School Improvement Team as ways to increase student achievement. Some changes were written as goals in this plan and others were suggestions made to allow full implementation of this grant. Current practices and policies that will need to change to allow full implementation of this grant include:

- extending the hours the building is open to teachers and students and provide proper security and administration coverage so parents know their child is safe.
- providing more family supports by adding more school resources; use of auto-dialer for daily attendance and use of TABS program (Milwaukee Truancy/Attendance program) to increase attendance
- require all teachers to attend professional development inservices
- increase the number of minutes students receive each week
- increase the amount of time teachers are "student free" each day by using assistants to cover non-instructional periods such as lunch and recess
- increase the availability of staff for students who need additional support in all grades by providing a learning lab that is open before and after school
- allow effective teachers to earn more pay beyond the pay scale for achieving goals set in this plan.
- issue contracts that are more than 1 year in length to give teachers a sense of job security and reward them outstanding performance
- be able to give teachers some flexibility in scheduling by using assistants and other building personnel to monitor breakfast duties at the beginning of the day and bus duty at the end of the day.
- formal observation program
- give students, parents and community access to technology before and after school by providing computers and training to parents (if needed) on how to access student grades and attendance records
- stipends to teachers who provide additional leadership to their grade level beyond their contracted salary
- inclusion of local measures for increased accountability versus using the one measure of success (WKCE)
- require all students to take the ACT in their Junior and Senior year to better track their progress on local measure and ensure they are prepared to enter college
- Implementation of Algebra in the 8th grade
- Smaller reading class sizes at all grades levels (currently only at grades 1,2,3 and 7,8)
- Library hours expanded so students have access to independent reading materials

- iv. Sustain the reforms after the funding period ends.

The Milwaukee Academy of Science recognizes that the efforts outlined in this plan will need to be funded once this grant ends. One area that MAS has not explored in in-kind and local fundraising - despite the ability of our current school board to raise funds for their own non-profit organizations.

The school board required that MAS allocates funding in the 2011-2012 to hire a Director of Development to start laying the groundwork to support the efforts of this grant once the funding ends. PAVE+ has already given verbal commitment to the school for the before and after school programming (as well as a summer program) if we meet the goals outlined in this grant. The Todd Wehr Foundation has also pledged \$500,000 to Milwaukee Academy of Science provided we can raise the matching funds over the next three years.

Some of the fundraising will be used to relieve the general operating budget to provide the support on the grant activities. For

XI. LEA SUPPORT FOR SCHOOL IMPLEMENTATION

example, transportation costs MAS \$750,000 per year. Getting financial support for this one line items will allow us to support the efforts in this grant after the funding periods ends. Many of the organization already approached have been interested in funding position which help support the socio-emotional needs of our students, increase attendance, and provide more support the entire family.

We feel that by the end of this three year period, the Director of Development will have the groundworked layed to support our efforts.

XII. LEA CONSULTATION WITH STAKEHOLDERS

Describe the LEA's consultation, as appropriate, with relevant stakeholders regarding the application and implementation of school improvement models in its Tier I and Tier II schools.

Board: several committee meetings have been held to discuss current data trends and how this grant could be used to improve student achievement.

Parents: Parent meetings have been conducted to get parent input on the types of programming our parents would like to see at MAS. Implementing an after school program will be impossible withou parental support due to transportation so it was important to get parent support. The lack of parental support led to the failure of previous after school programs.

Staff: Staff meetings have been held to discuss current data trends and seek teacher input on possible interventions and weaknesses at MAS.

XIII. LEA MONITORING PLAN

Detail the LEA's plan for ensuring that all funded Tier I and Tier II schools are on schedule in implementing the selected reform model.

Goal: To ensure timely and effective implementation of one of the federal reform models in all funded Tier I and Tier II schools.

LEA's Monitoring Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports
<p>SIG monitoring</p> <p>Team will consist of:</p> <p>District Level Admin : Merryfield (CEO)</p> <p>District Level Admin : Rogers (CFO)</p> <p>Board Level Monitor: T. Bojar (Cardinal Stritch University VP)</p> <p>Board Level Monitor: B Henk (Marquette University, Dean of Education)</p> <p>Board Level Monitor: E. Schwalbach (Mount Mary College, President)</p> <p>Board Level Fiscal Monitor: Mike Jones</p> <p>School Level Administration: J DeJean (K-5 Principal), 6-12 Principal to be named, L. Belanger (Curriculum Coordinator), J Berwanger (Curriculum Coordinator), Lead Teacher TBN,</p> <p>External Partner: Children's Research Center (CRC)</p> <p>This team will report all findings (adherence to timeline, activities and data) to the City of Milwaukee Charter School Committee as part of the annual charter school review</p> <p>Plan must be reviewed and a timeline of events must be constructed, marking data collection points and methods used to collect and report data</p> <p>Assessment tools must be identified</p> <p>All goals must be reviewed to make sure they are measurable and the proper data will be collected to support outcomes</p>	NA	NA	NA	
	July 2011	CRC Merryfield	0	

XIII. LEA MONITORING PLAN (cont'd.)

LEA's Monitoring Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports
Communication to stakeholders (Board and parents) and City of Milwaukee Charter School Committee	Charter Committee meets in October (2011)	CRC Merryfield	0	
	School Board meets in Sept 2011	Bojar Merryfield	0	
	Parent Meeting September 2011	Merryfield DeJean	0	
Starting July 2011, internal partners meet on a monthly basis to review timeline and monitor tasks	July 2011 and then monthly	Merryfield	0	
Internal team reports to full SIG Monitoring Team progress of goals, data collected to date, progress monitoring	July 2011 Sept 2011 Nov 2011 Jan 2012 March 2012 May 2012 July 2012			
School personnel review student data after each round of MAP testing (Fall, Winter, Spring)	Fall 2011 Winter 2011 Spring 2012	DeJean Berwanger Belanger	0	
School personnel review student data after mid-year and end-of-year assessment (Brigance)	Winter 2011 Spring 2012	DeJean Berwanger Belanger		
School personnel review student data from SDRT School personnel review data from	June 2012	DeJean Berwanger		
ACT/PLAN/EXPLORE and ACT Quality Core	Fall 2011 Winter 2012	Belanger		

XIII. LEA MONITORING PLAN (cont'd.)				
LEA's Monitoring Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports
Data gets reported to CRC as it is collected and review with entire SIG monitoring Team mid and end-of-year	June 2012	CRC		
	Jan 2012			
	Jun 2012			
Data from other local measures is reviewed monthly by internal school monitoring team (attendance, suspension/expulsion rates)	Monthly beginning Sept 2011	DeJean Berwanger Belanger	0	
Board level members conduct an independent review data collected and progress of timeline at mid-year and end of year to ensure all activities in the plan occur according to established timelines.	January 2012 June 2012	Bojar	0	
Since this data collection, review of data, planning, is part of the day-to-day operations at MAS and staff is already paid additional funds to work year-round, no additional funds are requested for this team.	NA	NA	NA	
Board members have donated their time (they are volunteer members of board)				
The only member that will change a fee for services is the representative (Jan Ereth) from the CRC. At the time of this grant, a dollar amount was not given. Any fee(s) charged will be included in the general operating budget.				

XIV. BUDGET DETAIL		
Grant Period 5/1/2011 – 6/30/2012	LEA 8106	Project No. For revisions only

1. Personnel Summary (100s-200s)

List all employees to be paid from this project. Do not include contracted personnel employed by other agencies in this section. If a vacancy exists which will be filled, indicate "vacant."

a. Name	b. Position/Title	c. Project FTE Indicate Percent	d. Date(s) Service to be Provided	e. Total Costs	
				Salary	Fringe
TBH	Dean of Students	1	8/1/2011 — 7/1/2014	\$40,000	\$11,600
TBH	Dean of Students	1	8/1/2011 — 7/1/2014	\$40,000	\$11,600
TBH	Dean of Students	1	8/1/2011 — 7/1/2014	\$40,000	\$11,600
TBH	Educational Assistant	1	8/1/2011 — 7/1/2014	\$30,000	\$8,700
TBH	Educational Assistant	1	8/1/2011 — 7/1/2014	\$30,000	\$8,700
TBH	Educational Assistant	1	8/1/2011 — 7/1/2014	\$30,000	\$8,700
TBH	Educational Assistant	1	8/1/2011 — 7/1/2014	\$30,000	\$8,700
TBH	Educational Assistant	1	8/1/2011 — 7/1/2014	\$30,000	\$8,700
TBH	Educational Assistant	1	8/1/2011 — 7/1/2014	\$30,000	\$8,700
TBH	Educational Assistant	2	8/1/2011 — 7/1/2014	\$60,000	\$17,400
TBH	.5 FTE SIG Coord	1	8/1/2011 — 7/1/2014	\$15,000	\$4,350
TBH	Math Teacher	1	8/1/2011 — 7/1/2014	\$40,000	\$11,600
TBH	English Teacher	1	8/1/2011 — 7/1/2014	\$40,000	\$11,600
Totals				\$455,000	\$131,950
Total Salary & Fringe**				\$586,950	

** All project totals must equal salary and fringe totals on budget summary page.

XIV. BUDGET DETAIL (cont'd.)		
Grant Period 5/1/2011 – 6/30/2012	LEA 8106	Project No. <i>For revisions only</i>

2. Purchased Services Summary (300s)

a. Type of Service Purchased	b. Date(s) Service to be Provided	c. Specify Agency/Vendor or Supplier If Known	d. Total Costs
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	—		
Total			\$0
Must agree with Purchase Services Total on Budget Summary			

		XIV. BUDGET DETAIL (cont'd.)			
Grant Period	LEA	Project No. <i>For revisions only</i>			
5/1/2011 – 6/30/2012	8106				

Project No. *For revisions only*

8106

[illegible]

\$0

XV. BUDGET SUMMARY

LEA 8106	Grant Period Begin Date 5/1/2011	Initial Request	Date Submitted First Revision	Second Revision
Project Number <i>For DPI Use Only</i>	End Date 6/30/2012			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least 30 days prior to expenditure of grant monies.

The monetary fields may not be left blank. It is necessary to enter a zero.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	80,000	0	0
	b. Fringe Benefits (200s)	23,200	0	0
	c. Purchased Services (300s)	0	0	0
	d. Non-Capital Objects (400s)	0	0	0
	e. Capital Objects (500s)	0	0	0
	f. Other Objects (e.g., fees) (900s)	0	0	0
	TOTAL Instruction	\$103,200	\$0	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)	375,000	0	0
	b. Fringe Benefits (200s)	108,750	0	0
	c. Purchased Services (300s)	0	0	0
	d. Non-Capital Objects (400s)	0	0	0
	e. Capital Objects (500s)	59,000	0	0
	f. Other Objects (e.g., fees) (900s)	175,000	0	0
	TOTAL Support Services—Pupil/Instructional Staff Services	\$717,750	\$0	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general, building, business, central service administration, and insurances.	a. Salaries (100s)	0	0	0
	b. Fringe Benefits (200s)	0	0	0
	c. Purchased Services (300s)	0	0	0
	d. Non-Capital Objects (400s)	0	0	0
	e. Capital Objects (500s)	0	0	0
	f. Insurance (700s)	0	0	0
	g. Other Objects (e.g., fees) (900s)	0	0	0
	TOTAL Support Services—Admin.	\$0	\$0	\$0
Indirect Cost	Approved Rate %			
TOTAL BUDGET		\$820,950	\$0	\$0
DPI Approval	DPI Reviewer Signature/Date			

**APPENDIX A.
THE FOUR INTERVENTION MODELS**

Required elements for each of the four intervention models are listed below.

Requirements	Transformation	Turnaround	Restart	Closure
1. Replace the principal (except those previously hired for transformation or turnaround reform effort)	X	X		
2. Operational flexibility (budget, staffing, calendaring, school time/schedule)	X	X		
3. Identify/reward effective personnel and remove ineffective personnel	X			
4. High-quality, job-embedded, instructionally aligned professional development	X	X		
5. Financial incentives, career opportunities, and flexible work conditions	X	X		
6. New governance structure		X		
7. Identify and implement an instructional program that is research-based and aligned from one grade to the next and aligned with state academic standards	X	X		
8. Promote the continuous use of student data to inform and differentiate instruction	X	X		
9. Increased learning time	X	X		
10. Socio-emotional and community supports		X		
11. Ongoing family and community engagement	X			
12. Ongoing intensive technical assistance from LEA, SEA, or external partner	X			
13. Rigorous, transparent, and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	X			
14. Replace over 50 percent of the staff using "locally adopted competencies"		X		
15. Close and reopen under a Charter School Operator/CMO/EMO			X	
16. Close the school and send students to nearby schools—including but not limited to charter schools or new schools				X